THE CORRELATION BETWEEN GUIDED IMAGERY AND READING COMPREHENSION IN NARRATIVE TEXT OF THE SECOND YEAR STUDENTS AT STATE ISLAMIC SENIOR HIGH SCHOOL 1 PEKANBARU

BY

RUSDI DARUSMAN

NIM. 10814002732

FACULTY OF EDUCATION AND TEACHER TRAINING

STATE ISLAMIC UNIVERSITY OF SULTAN SYARIF KASIM RIAU

PEKANBARU

1434 H/2012 M

THE CORRELATION BETWEEN GUIDED IMAGERY AND READING COMPREHENSION IN NARRATIVE TEXT OF THE SECOND YEAR STUDENTS AT STATE ISLAMIC SENIOR HIGH SCHOOL 1 PEKANBARU

Thesis

Submitted as a Partial Fulfillment of the Requirements

for Getting Bachelor Degree of Education

(S.Pd.)

By

RUSDI DARUSMAN

NIM. 10814002732

DEPARTMENT OF ENGLISH EDUCATION

FACULTY OF EDUCATION AND TEACHER TRAINING

STATE ISLAMIC UNIVERSITY OF SULTAN SYARIF KASIM RIAU

PEKANBARU

1434 H/2012

ABSTRAK

Rusdi Darusman (2012): Hubungan antara Gambaran Terbimbing dan Pemahaman Membaca Naratif Teks oleh Siswa Kelas Dua di Madrasah Aliyah Negeri 1 Pekanbaru

Berdasarkan penelitian awal penulis, ditemukan bahwa ada banyak masalah di dalam pemahaman teks. Masalah ini disebabkan oleh banyak faktor. Contohnya, beberapa siswa tidak bisa menentukan ide pokok dari teks, beberapa siswa kesulitan menentukan informasi tersurat dari sebuah teks, beberapa siswa kesulitan menentukan informasi tersirat dari sebuah teks, beberapa siswa tidak bisa menentukan referensi kata dari sebuah teks, beberapa siswa tidak bisa menemukan informasi fakta dari sebuah teks, dan beberapa siswa tidak bisa menentukan persamaan atau lawan kata dari sebuah kosa kata. Penelitian ini bertujuan untuk mengetahui hubungan antara gambaran terbimbing dan pemahaman membaca naratif teks oleh siswa kelas dua di madrasah aliyah negeri 1 Pekanbaru. Jadi penulis tertarik dalam melaksanakan penelitian ini untuk mencari signifikan hubungan antara gambaran terbimbing dan pemahaman membaca di dalam naratif teks.

Dalam penelitian ini, penulis menggunakan *Correlation Research*. Tempat penelitian di Madrasah Aliyah Negeri 1 Pekanbaru. Populasi dari penelitiaan adalah semua siswa kelas dua. Jumlah dari populasi adalah 221 siswa terbagi dalam 6 kelas. Karena populasi terlalu besar, pengambilan sampel yang digunakan oleh peneliti adalah *random sampling*. Jadi, penulis mengambil 2 kelas IPA (2 IPA 3 dan 2 IPA 4), yang terdiri dari 60 siswa. Di dalam pengumpulan data, peneliti menggunakan test dan angket. Untuk menganalisa data, penulis menggunakan SPSS 17.

Berdasarkan analisis data, ditemukan bahwa terdapat pengaruh signifikan hubungan dari gambaran terbimbing dan pemahaman membaca di dalam naratif teks oleh siswa kelas dua dari Madrasah Aliyah Negeri 1 Pekanbaru. Kesimpulannya, gambaran terbimbing mempunyai hubungan kuat dengan pemahaman membaca di dalam naratif teks oleh siswa kelas dua dari Madrasah Aliyah Negeri 1 Pekanbaru.

ABSTRACT

Rusdi Darusman (2012): The Correlation between Guided Imagery and Reading Comprehension in Narrative Text of Second Year Students at State Islamic Senior High School 1 Pekanbaru

Based writer's preliminary research, it was found that there were many problems in comprehending the text. These problems were caused by many factors. For example, some of the students cannot determine main idea from the text, some of them are difficult to determine explicit information, they are difficult to determine implicit information, the others cannot determine word reference from the text, as well as they cannot find factual information from the text, furthermore, they cannot determine similar or apposite meaning of vocabulary. This research is intended to determine about the correlation guided imagery and reading comprehension in narrative text of second year students at Islamic Senior High School 1 Pekanbaru. So, the writer was interested in conducting the research to determine significant correlation between guided imagery and reading comprehension in narrative text.

In this research, the writer used correlation research. The location of the research was at State Islamic Senior High School 1 Pekanbaru. The population of the research was all of the second year students. The total number of the population was 221 students divided into six classes. Because the population was too large, taking sample that used by the writer was random sampling. So, the researcher took two science classes (XI IPA 3 and XI IPA 4), it consisted of 60 students. In collecting the data, the writer used test and questionnaire. To analyze the data, the writer used SPSS 17 version.

Based on analysis data, it has been found that there is significant correlation between guided imagery and reading comprehension in narrative text of second year students at state Islamic Senior High School 1 Pekanbaru. In conclusion, guided imagery had a strong correlation between reading comprehension in narrative text of the second year students at Islamic Senior High School 1 Pekanbaru.

الملخص

رسدي دارسمان (2012) : ا لعلاقـــة بين اشرف صورة فكرية و فهم القراءة في قصة النص ناراتيفي نحو لتلاميذ الفصل الثاني باالمدرسة العالية الحكومية 1 باكنبارو "

بناء على البحث الباحثة, وجد ان كثير المشكلة في فهم النص. هذا المشكلة بسبب لكثير عوامل. مثلها, بضع تلاميذ لايستطيع يثبت فكرة اصل من النص, بضع تلاميذ صعوبة يثبت اختبار مضمر من النص, تلاميذ لايستطيع يثبت مرجع الكلمات من النص, يجانب بضع تلاميذ لايستطيع اختبار واقعة من النص ولايستطيع تساو اوضدّ الكلمات من المفردات .الهدف هذا البحث ليثبت ا لعلاقـــة بين اشرف صورة فكرية و فهم القراءة في قصة النص ناراتيفي بالتلاميذ الفصل الثاني في المدرسة العالية الحكومية 1 باكنبارو. اذا يشعر الباحثة في تنفيذ هذا البحث ليبحث حل من المشكلة مذكور.

في هذا البحث, الباحثة يستعمل شبه تجربة البحث والتصميم من البحث هو *Correlation Research* . تمع من هذا البحث هو جميع تلاميذ الفصل الثاني. مدد من المجتمع هو 221 تلاميذ مقسوم في 6 فصل. بأن المجتمع اكبر, آخذ العينة يستعمل الباحثة هو *random sampling* آخذ الباحثة 2 فصل علم معرفة العالم (2 علم معرفة العالم 3 و 2 علم معرفة العالم 4), مكون من 60 تلاميذ, الباحثة يستعمل إختبار قبلي وفوستس والملاحظة الفصل. لتحليل البيانات, الباحثة يستعمل الومز SPSS 17.

بناء على تحليل البيانات البحث, وجد الباحثة ان ا لعلاقـــة بين اشرف صورة فكرية في قصة النص ناراتيفي بالتلاميذ الفصل الثاني في المدرسة العالية الحكومية 1 باكنبارو, الخلاصتها, صـور الـــتي الســـردية النصـــوص في والفهـــم القـــراءة مع قويـــة علاقـــة لديـــه موجهـة .بلـــد ة الـــديني المـدارس عاليـــه واحد في الثـــاني الصـف طـلاب كتبهـــا بيكانبـــــارو

ACKNOWLEDGMENT

بسم الله الرحمن الرحيم

By the name of Allah Almighty, the Lord of the world, who has been giving the writer His guidance, mercy, blessing, and health to complete this academic requirement. Shalawat and salam forever to a noble character, the prophet Muhammad SAW who has brought the human beings from the darkness to the lightness and from the bad character to the good one.

This project paper is intended to complete a partial requirement for the award of undergraduate degree in English Education Department of Education and Teacher Training Faculty of State Islamic University of Sultan Syarif Kasim Riau. The title of this project paper is “The Correlation between Guided Imagery and Reading Comprehension in Narrative Text of Second Year Students at State Islamic Senior High School 1 Pekanbaru”.

The writer realizes that there are many weaknesses on this project paper. Therefore, constructions and suggestions are needed very much to improve this project paper. A lot of thanks to who have given moral and material supports to the writer. Thus, the writer expresses her gratitude and sincere thanks to:

1. Prof. Dr. H. M. Nazir, the Rector of State Islamic University of Sultan Syarif Kasim Riau for his kindness and encouragement.
2. Dr. Hj. Helmiati, M.Ag, the Dean of Education and Teacher Training Faculty for her kindness and encouragement.
3. Dr. Hj. Zulhidah, M.Pd, as the Chairperson for her kindness and encouragement.

4. Dedy Wahyudi, M.Pd, the secretary of English Education Department for his kindness and encouragement.
5. Nur Aisyah Zulkifli, M.Pd, as the writer's supervisor for his invaluable assistance, guidance, encouragement, persistence, helpful and valuable suggestions and advice that has encouraged and motivated the writer to complete this project paper.
6. All lecturers who have given knowledge, information of this project paper, contributions and supports during the courses.
7. The head master of State Islamic Senior High School 1 Pekanbaru, Dra. Hj. Hayatirruh, M.Edand also all of the teachers, especially for English teacher, Erni Yusnita, S.Pd who has helped the writer in the process of collecting data.
8. My beloved parents, Khaidirman and Erdawati who have given meaningful and useful pray, advices, supports, both material and spiritual, give me everything what I need. You always make me be stronger in this life. Thanks a lot of your love. I always love you forever.
9. My beloved sisters and brothers, Muhammad Irvan, Erdilla Septiani, Diva Febriani, thank you for your support and motivation.
10. My best friend, Firdaus, Oreb santoso, Nurhasbi, Rasyid who always support , advice and motivation to finish my thesis, especially for Fanny Dwi Pratiwi who always encourage me in all condition and situation. Thanks for your kindness and help.

11. My classmates of class A of English Education Department who have given me motivation and support.You are the best friends.

Finally, this thesis is still far from perfect. Therefore, constructive comments, critiques, suggestions will be appreciated very much.

Pekanbaru, 7 November 2012

The Writer,

Rusdi Darusman
NIM. 10814002732

TABLE OF CONTENTS

CHAPTER 1

INTRODUCTION

A. Background of the Problem

Reading is a receptive skill since it gets the information and knowledge from the text that has been read. Reading is not only get information and knowledge from the text, but also reading determines the specific knowledge, skills, and strategies that need to apply to achieve comprehension. Therefore, in order to achieve comprehension the specific knowledge, skills, and strategies must be integrated one another.

Moreover, reading is a fluent process of readers combining information from a text and their own background knowledge to build meaning. The goal is comprehension. Strategic reading is defined as the ability of the reader to use a wide variety of reading strategies to accomplish a purpose for reading. Good readers know what to do when they encounter difficulties. Fluent reading is defined as the ability to read at an appropriate rate with adequate comprehension and also the reader's background knowledge integrates with the text to create the meaning[1]. In short, the text, the reader, fluency, and strategies combined together define the act of reading in order to achieve comprehension.

Dealing with statement above, the cognitive-constructivist view of reading emphasizes that reading is a process in which the reader actively searches reading in what the reader reads. This search for meaning depends very heavily on the reader's having an existing store of knowledge, or schemata, that reader draws on

[1] David Nunan, *Practical English Language Teaching*, (New York: McGrow-Hill, 2003), p 68

in that search for meaning, and the active contribution of the reader is significant enough to justify the assertion the reader actually constructs the meaning reader arrives at in reading[2]. In the conclusion, reading process can be achieve by searching the meaning from what the readers read that depends on the reader's having an existing background knowledge and draws on in that search for meaning.

Reading becomes a problem for the students because the purpose(s) of reading and type of the text determine the specific knowledge, skills, and strategies that readers need to apply to achieve comprehension. Reading comprehension is thus much more than decoding. Reading comprehension results when the reader knows which skills and strategies are appropriate for type of text, and understand how to apply them to accomplish the reading purpose[3]. In short, reading is not only decode the text from one language to another, but also the specific knowledge, skill, and strategies establish reading purpose and reading comprehension and the result of reading comprehension and reading purpose must depend on knowing and applying skills and strategies that are suitable with type of the text.

Because of reading is important to be learnt and taught by students in order that School-Based Curriculum provides reading as one of skills that must be taught and learnt in senior high school. Based on the standardization of English course competences, the purpose of reading is to comprehend various meaning

---

[2] Michael F. Graves et al, *Teaching Reading in the 21st Century 2nd ed*, (London: A Pearson Education Company, 2001), p 2

[3] Kalayo Hasibuan, M.Ed-TESOL and M. Fauzan Ansyari, S.pd.I, *Teachinng English as a Foreign language (TEFL),* (Pekanbaru: Alaf Riau Graha UNRI Press, 2007), pp. 114-115

(interpersonal, idea, textual) in various written text that have purpose of communicative, structure text, and specific linguistic[4].

In order to accomplish students' needs toward reading comprehension in narrative text, School Based Curriculum provides reading as one of skills that must be taught and learned in senior high school. State Islamic Senior High School 1 Pekanbaru is one of schools using School Based Curriculum as their guidance in teaching and learning process. In State Islamic Senior High School 1 Pekanbaru, reading has been taught since first year of English teaching period. According to syllabus 2010-2011 at second year, the based competence of reading English refers to respond the meaning of the spoken languages and rhetoric steps in essay by using written languages acurrately, fluency, and appropiate in daily contexts and access the knowledge and science [5].

Based on researcher's preliminary research at State Islamic Senior High School 1 Pekanbaru, in teaching reading, the teacher uses guided imagery, for example, introduce guided imagery to the students and give first an image or object to the students and the students are divided in pair, the students read the text slowly, the students close their eyes to visualize the image or the object, the students visualize their picture they made in their mind, in pair, the students share their picture in their mind. Students write or draw information gleaned from guided imagery. Ideally, the students can comprehend the text and get good score, but there are some of the students get low score in reading narrative text.

---

[4] Tim penulis, *Standar Kompetensi Mata Pelajaran Bahasa Inggris Sekolah Menengah Atas dan Madrasah Aliyah,* (Jakarta: Departemen Pendidikan Nasional, 2003), p 16

[5] Syllabus of MAN 1 Pekanbaru 2011/2012. 2011. Unpublished.

The researcher found that there are six phenomena become problem for the students:

1. Some of the students cannot determine main idea from the text.
2. Some of the students cannot determine word reference from the text.
3. Some of the students cannot find factual information from the text.
4. Some of the students cannot determine similar or apposite meaning of vocabulary.
5. Some of the students cannot do guided imagery well.
6. Some of the students still get low score in reading narrative text.

Based on the description of phenomena, the reaseacher investigates how far the correlation between guided imagery and reading comprehension in narrative text. So, the researcher is interested in carrying out a research entitled **"THE CORRELATION BETWEEN GUIDED IMAGERY AND READING COMPREHENSION IN NARRATIVE TEXT OF SECOND YEAR STUDENTS AT STATE ISLAMIC SENIOR HIGH SCHOOL 1 PEKANBARU"**

B. The Definition of the Term

In order to avoid misunderstanding and misinterpretation about the title of this research, it is necessary for the researcher to define the following terms:

1. Correlation

According to Creswell, correlation is a statistical test to determine the tedency or pattern for two (or more) variables or two sets of data to vary consistently[6]. In this research, correlation is as intended by the researcher, it is finding out the correlation between guided imagery and students' reading comprehension.

2. Guided Imagery

According to Khalsa, guided imagery is a process in which students create mental pictures in response an oral description given by the teacher[7]. In this research, guided imagery strategy is a strategy that used by students toward reading comprehension of the second year students at State Islamic Senior High 1 School.

3. Reading Comprehension

According to Longman Dictionary, reading is to perceive a written text in order to understand its contents[8]. Whereas, comprehension is the identification of the intended meaning of written or spoken communication[9]. In this research, the researcher focuses on reading comprehension of the second year students at State Islamic Senior High School 1 Pekanbaru.

---

[6] Jhon W. Creswell, *Educational Research: Planning, Conducting, and Evaluating Quantitative and Qualitative Research* (New Jersey: Pearson Education, Inc, 2000), p 356

[7] Sirinam S. Khalsa, *Loc. Cit.*

[8] Jack C. Richards and John Platt, *Longman Dictionary of Language Teaching and Applied Linguistic 2nd*, (London: Longman Group UK Limited, 1992), p. 306

[9] Jack C. Richards and Richard Schmidt, *Longman Dictionary of Language Teaching and Applied Linguistic 3rd*, (London: Pearson Education Limited, 1992), p. 99

4. Narrative Text

Narrative text is often fiction in which the values are used to describe and/or to explain human behavior. It involves a setting and a character or characters who are involved in one or more conflicts (e.g., interpersonal, internal; with society). Theme may be directly stated or implied. The piece makes sense when read from beginning to end[10]

C. The Problem

1. Identification of the Problem

Based on background and phenomena above, there are some problems that faced by the students in comprehending the reading text. In this research, the problems are identified on the following statements:

a. The students difficult to determine main idea from the text
b. The students cannot determine word reference from the text
c. The students cannot find factual information from the text
d. The students cannot determine the similar or apposite meaning of vocabulary from the text
e. The students do not guided imagery well
f. The students still get low score in reading narrative text
g. The students' guided imagery of the second year students at State Islamic Senior High School 1 Pekanbaru

[10] http://www.ksde.org/

h. The students' reading comprehension of the second year students at State Islamic Senior High School 1 Pekanbaru

i. The correlation guided imagery between students' reading comprehension of the second year student at State Islamic Senior High School 1 Pekanbaru

2. The Limitation of the Problem

It is important for the researcher to limit the problem because of time and fund. Based on the identification of the problem above, there are some problems involving in this research. As mentioned before, some of the students cannot do guided imagery well; some of the students get low score in reading narrative text. These problems could be caused from guided imagery that has been taught by teacher. Guided imagery is strategy that applied by the teacher in school. Therefore, the researcher limits the problem to find how far guided imagery can give significant correlation toward students' reading comprehension in narrative text of the second year students at Islamic Senior High School 1 Pekanbaru.

3. Formulation of the Problem

The problem of this research is formulated in following research question:

a. How is students' guided imagery of the second year students at State Islamic Senior High School 1 Pekanbaru?

b. How is students' reading comprehension of the second year students at State Islamic Senior High School 1 Pekanbaru?

c. Is there any correlation guided imagery between students' reading comprehension of the second year student at State Islamic Senior High School 1 Pekanbaru?

D. The Objective and Significance of the Research

1. The Objective of the Research

The researcher carries out this research for several objectives as follow:

a. To find out students' guided imagery at the second year student of State Islamic Senior High School 1 Pekanbaru.
b. To find out students' reading comprehension at the second year student of State Islamic Senior High School 1 Pekanbaru.
c. To find out there is or no correlation guided imagery between students' reading comprehension at the second year student of State Islamic Senior High School 1 Pekanbaru.

2. The Significance of the Research

There are several significance for this research as follow:

a. To fulfill one of requirements of S1 degree of English education department, faculty of education and teacher training at State Islamic University of Sultan Syarif Kasim.
b. To give the positive contribution for the teachers in teaching and learning process, especially in English subject at State Islamic Senior High School 1 Pekanbaru.
c. To give information and solution for English teachers and who concern in learning English especially about correlation Guided Imagery and students' reading comprehension.

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Theoretical Framework

1. The Concept of Guided Imagery

Guided imagery is a strategy that triggers visualization for students as they read and learn. Guided imagery can be used either to prepare students for a reading or to deepen their understanding after they have read[1]. Whereas, according to Macceca, Guided Imagery is a comprehension strategy that has a long history and language arts. Students should spend ample time preparing a script for guided imagery strategy by developing analog or metaphor that appropriately depicts the concept[2]. In other words, by using guided imagery, the students can develop their visualization skill and guided imagery allows for students to visualize concepts prior to reading by developing analog and metaphor.

According to Buehl, there are five advantages of using guided imagery strategy:

a. Imagination activities nurture readers who use visual, auditory, and other connections to fashion personal mental images of an author's messages.
b. Students who place inordinate attention on "reading the words" are prompted to enliven their reading by unleashing their imagination.

---

[1] Dough Buehl, *Classroom Strategies for Interactive Learning 3rd ed*, (Chichago: The International Reading Association Inc., 2009), p 90

[2] Stephanie Macceca, *Reading Strategies for Science*, (Huntington: Shell Education, 2007), p 167

c. Students develop an eye for evocative language, which stimulates development of increasingly more sophisticated mental images.
d. Students read with a deeper engagement with a text, and they personalize their reading through individual interpretations of how things might appear if their experienced them.
e. Students create vivid mental images of ideas and concepts that help them remember information longer.[3]

Guided Imagery in Narrative Text

According to McLaughlin and Allen, there are six procedures of guided imagery in narrative text as follow:

1. Have the students close their eyes and create pictures in their mind. Have them work in partners, and describe to each other what they "see" when you provide a verbal stimulus of things with which the students are familiar.
2. Have the students preview the text they will be reading next. Focus their preview on their illustration, charts, or any other graphics.
3. Tell the students close their eyes, breathe deeply, and relax. Guide the students think more deeply about the topic they will read about.
4. Have students open their eyes and in small groups share pictures they made in their mind.
5. Then have students write or draw information gleaned from guided imagery.

[3] Dough Buehl, Loc cit, p 92

6. Finally, the students read the text to add to or modify their writing or drawing. Share ideas with other small groups[4].

2. The Nature of Reading

Reading is a complex act for human because it is a visual process that begins with one's ability to use one's vision to interpret graphic symbols. Reading requires great visual acuity. To read, one must be able to visually distinguish each letter, to identify each letter, have a visual memory for each letter, and recode those letters so that one can recreate the letters, pronounce the letters, or associate sound with the letters[5].

Dealing with the statement above, research has shown that reading is only incidentally visual. More information is contributed by the reader that by the print on the page. That is, readers understand what they read because they are able to take the stimulus beyond its graphic representation and assign it membership to an appropriate group of concepts already stored in their memories. … skill in reading depends on the efficient interaction between linguistic knowledge and knowledge of the world[6].

Therefore, reading is interactive process that goes on between the reader and the text, resulting in comprehension. The reader uses knowledge, skills, and

---

[4] Maureen McLaughlin and Mary Beth Allen. *Guided Comprehension: a Teaching Model for Grades 3-8*. (New Jersey: International Reading Association, Inc., 2002). p 125

[5] Stephanie Maccace, Opcit, p 4

[6] H. Douglas Brown, *Teaching by Principles : An Interactive Approach to Language Pedagogy* (New Jersey: Englewood Cliffs, 1990), p 284

strategies to determine what that meaning is. Reader knowledge, skills, and strategies include:

1. Linguistic competence: the ability to recognize the elements of the writing system; knowledge of vocabulary; knowledge of how words are structured into sentences.
2. Discourse competence: knowledge of discourse markers and how they connect parts of the text to one another.
3. Sociolinguistic competence: knowledge about different types of texts and their usual structure and content.
4. Strategic competence: the ability to use top-down strategies as well as knowledge of the language (a bottom-up strategy).

In other words, reading is process of visual skill that goes on between the reader and the text for resulting in comprehension. In order to get comprehension from the text, the readers must have knowledge, skills, and strategies and they must be integrated together.

a. The Components of Reading

According to The National Reading Panel Report, there are five essential component of effective reading instruction are: Phonemic awareness, Phonics, Fluency, Vocabulary, Comprehension.

1) Phonemic Awareness

Phonemic awareness is commonly defined as the understanding that spoken words are made up of separate units of sound that are blended together when

words are pronounced. However, it can also be thought of as skill at hearing and producing the separate sounds in words, dividing or segmenting words into their component sounds, blending separate sounds into words, and recognizing words that sound alike or different.

2) Phonics

Understanding phonics and the purpose of phonics instruction involves thinking about how written language was created. Spoken language had existed for a very long time before the need for written communication brought about the invention of various alphabets. When people began inventing the letters of an alphabet to represent the sounds of their spoken language, they eventually saw the need for a set of rules to make spelling consistent from word to word. That is, they understood it would be important for the same letter or letters to be used each time a particular sound was represented. The rules they created to establish consistency in how speech sounds are represented in print are what we now call phonics rules.

3) Fluency

Years ago, fluency was understood to mean rapid word recognition that freed up space in the reader's working memory for use in comprehending the message of the text. That is, fluent readers need to put less effort into word recognition and have more available for comprehension. Therefore, we now understand that fluency is recognizing the words in a text rapidly and accurately and using phrasing and emphasis in a way that makes what is read sound like spoken language.

4) Vocabulary

Vocabulary also plays an important role in comprehension. Much of the research dealing with the effects of vocabulary instruction on comprehension has involved children in upper-elementary grades and above; however, the findings have implications for improving comprehension in younger children as well. These findings include support for two instructional practices that improve comprehension: ongoing, long-term vocabulary instruction and teaching vocabulary words prior to making reading assignments.

5) Comprehension

Comprehension involves constructing meaning that is reasonable and accurate by connecting what has been read to what the reader already knows and thinking about all of this information until it is understood. Comprehension is the final goal of reading instruction. While fluent decoding is an essential component of skilled reading, it should be considered a prerequisite to strong comprehension rather than an end in itself.[7]

b. Types of reading

According to Brown, there are several types of reading performance are typically identified, and these will serve as organizers of various assessment tasks as follow:

[7] The National Reading Panel Report. *A Closer Look at the Five Essential Components of Effective Reading Instruction: a Review of Scientifically Based Reading Research for Teachers*. (Naperville: Learning Point Associates, 2004). p 1-30

1) Perceptive: perceptive reading tasks involve attending to the component of larger stretches of discourse: letters, words, punctuation, and other grapheme symbols. Bottom-up processing is implied.
2) Selective: this category is largely an artifact of assessment formats. In order to ascertain one's reading recognition of lexical, grammatical, or discourse features of language within a very short stretch of language. Certain typical tasks are used: picture-cued tasks, matching, true/false, multiple choice, etc.
3) Interactive: the focus of an interactive task is to identify relevant features (lexical, symbolic, grammatical, and discourse) within texts of moderately short length with the objective of retaining the information that is processed.
4) Extensive: extensive reading applies to texts of more than a page, up to and including professional articles, essays, technical reports, short stories, and books[8].

3. Reading Comprehension

Reading is an activity with a purpose. A person may read in order to gain information or verify existing knowledge, or in order to critique a writer's ideas or writing style. A person may also read for enjoyment or to enhance knowledge of the language being read. The purpose(s) for reading guide the reader's selection texts. The purpose for reading also determines the appropriate approach to reading comprehension[9].

---

[8] H. Douglas Brown. *Language Assessment: Principles and Classroom Practices*, (California: Longman, 2003). p 189

[9] Kalayo and Fauzan, Loc. Cit.

In other words, there are many purposes in reading. One of the important purposes is to make a readers get comprehension from the text that they have read. Reading comprehension is primarily a matter of developing appropriate, efficient comprehension strategies. In order to get reading comprehension strategy, there are four-step process are:

1. *Write and say the story parts* (this prompts students to write down the story parts, which focuses attention on the story parts and activates prior knowledge before reading the story).
2. *Read and think* (this step prompts the students to look for story elements while reading).
3. *Remember and write* (this reminds students to write notes about each story part).
4. *Look back and check* (this prompts students to go back through the story and check their work, and they may also add information).[10]

Reading is one of the most important academic tasks faced by students. Strategies designed to improve reading comprehension may have any number of purposes:

a. To enhance understanding of the content information presented in a text.
b. To improve understanding of the organization of information in a text.
c. To improve attention and concentration while reading.
d. To make reading a more active process.
e. To increase personal involvement in the reading material.

[10] Robert Reid and Torri Ortiz Lienemann, *Strategy Instruction for Students with Learning Disabilities.* (New York: The Guilford Press, 2006), p 118

f. To promote critical thinking and evaluation of reading material.

g. To enhance registration and recall of text information in memory.

Improved reading comprehension skills can positively impact many facets of student academic performance. Students who have effectively read and understood reading assignments are better prepared for class, leading to improved class participation and more accurate and complete notes. Performance on exams and quizzes may be greatly improved as students become more proficient and effective readers. Student interest and motivation in a subject is often fostered when one understands the reading assignments. In addition, as students gain proficiency in reading, self-esteem improves[11].

4. Reading Assessment

According to Brown, there are some principal strategies for reading comprehension assesment as follow[12]:

a. Micro skills

1) Discriminate among the distinctive lengths in short-term memory.

2) Retain chunks of language of different lengths in short-term memory.

3) Process writing at an efficient rate of speed to suit the purpose.

[11] Muskingum College, *General-Purpose Learning Strategies Reading Comprehension*, http://muskingum.edu/~cal/database/reading.html, retrieved on May, 5 2011

[12] H. Douglas Brown. Loc. Cit

4) Recognize a core of words, and interpret word order patterns and their significance.
5) Recognize grammatical word classes (nouns, verbs, systems (e.g., tense, agreement, pluralization), pattern, rules, and elliptical forms.
6) Recognize that a particular meaning may be expressed in different grammatical forms.
7) Recognize cohesive devices in written discourse and their role in signaling the relationship between and among clauses.

b. Macro skills

1) Recognize the rhetorical forms of written discourse and their significance for interpretation.
2) Recognize the communicative functions of written texts, according to form and purpose.
3) Infer context that is not explicit by using background knowledge.
4) From described events, ideas, etc., infer links and connections between events, deduce causes and effects, and detect such relations as main idea, supporting idea, new information, given information, generalization, and exemplification.
5) Distinguish between literal and implied meanings.
6) Detect culturally specific references and interpret them in a context of the appropriate cultural schemata.
7) Develop and use a battery of reading strategies, such as scanning and skimming, detecting discourse markers, guessing the meaning

of words from context, and activating schemata for the interpretation of the texts.

c. Some Principal Strategies for Reading Comprehension

1) Identify your purpose in reading a text.
2) Apply spelling rules and conventions for bottom-up decoding.
3) Use lexical analysis (prefixes, roots, suffixes, etc) to determine meaning.
4) Guess at meaning (of words, idioms, etc) when you aren't certain.
5) Skim the text for the gist and for main ideas.
6) Scan the text for specific information (names, dates, key words).
7) Use silent reading techniques for rapid processing.
8) Use marginal notes, outlines, charts, or semantic maps for understanding and retaining information.
9) Distinguish between literal and implied meanings.
10) Capitalize on discourse markers to process relationships.

While according to Hughes, there are four criteria in testing reading as follow[13]:

a. Skimming:

The candidate can:

1. Obtain main ideas and discourse topic quickly and effeciently.
2. Establish quickly the structure of the text.

[13] Arthur Hughes, *Testing for Language Teacher*. (Cambridge:Cambridge University Press. 2003), pp. 138-139

3. Decide the relenvance of a text (or part of a text) to their needs.

b. Search reading:

1. The candidate can quickly find information on a predetermined topic

c. Scanning:

1. Specific words or phrases.
2. Figures, percentages.
3. Specific items in an index.
4. Specific names in a bibliography or a set of references.
5. Identify pronominal reference.
6. Identify discourse markers.
7. Interpret complex sentences.
8. Interpret topic sentences.
9. Outline logical organization of a text.
10. Outline the development of an argument.
11. Distinguish general statements from examples.
12. Identify explicitly stated main ideas.
13. Identify implicitly stated main ideas.
14. Recognize writer’s intention.
15. Recognize the attitudes and emotions of the writer.
16. Identify addressee or audience for a text.
17. Identify what kind of text is involved.
18. Distinguish fact from opinion.
19. Distinguish hypothesis from fact.

20. Distinguish fact from rumour or hearsay.

d. Make inferences:

1. Infer the meaning of an unknown word from context.
2. Make propositional informational inferences, answering question questions beginning with *who, when, what.*
3. Make proposional explanatory inferences concerned with motivation, cause, consequence and enablement, answering questions beginning with *why, how*.
4. Make pragmatic inferences.

Whereas according to Graves et al, there are nine core of key strategies for assesing the reading as follows[14]:

a. Establishing a purpose for reading

It means that what that purpose is will depend on the text, the reader, and what the reader needs from the text.

b. Using prior knowledge

Readers purposely bring to consciousness what they already know that relates to what they are going to read or what they are reading.

c. Asking and answering question

The reader poses questions prior to reading a selection or as the reader is reading the selection.

d. Making inferences

[14] Michael F. Graves et al . Opcit. pp. 310-317

Readers infer meaning by using information from the text and their existing knowledge of the world, their schemata, to fill in bits of information that are not explicitly stated in the text.

e. Determining what is important

Readers understand what they have read and make judgments about what is or is not important.

f. Summarizing

The readers requires to first determine what is important and then condense it and put it in their own words.

g. Dealing with graphic information

The readers give conscious attention to the visual information supplied by the author.

h. Imaging and creating graphic representations

The readers create visual representations of the text, either in their mind or by reproducing them on paper or other tangible forms.

i. Monitoring comprehension

The readers keep track of what they wish to gain from a text and of their understanding-or lack of understanding-of the text a they are reading.

In conclusion, there are three experts that tell about reading assessment, in this research, the reseacher only uses the reading assesment by Hughes to assess students' reading comprehension of second year student at State Islamic Senior High School.

5. Narrative Text

According to Nur Zaida, narrative is mainly used to entertain and used past tense. However, present tense can also be used within dialogues[15]. Narrative text structure is usually the first structure that children are exposed to, and not surprisingly they are often more familiar with it than with other structures. Narratives are generally a sequence of events involving characters, actions, goals, and emotions. Skilled readers typically understand this series of events and expect the story to unfold in a certain way. This leads them to ask relevant questions about the story they are reading while they are reading it. Less skilled readers often lack mastery of this schema and must be taught how text is structured and what relevant questions would be[16].

Structure of Narrative text:

a. Orientation: this sets the scene, creating a visual picture of the setting, atmosphere and time of the story. Characters are introduced and clues are in place for coming complication.
b. Complication: this revolves around conflicts or problems the hero is prevented from reaching his or her goals.
c. Series of events: the story continues through a series of expected or unexpected events

[15] Nur Zaida, *Practice Your English Competence for SMP/MTS Class VIII*, (Jakarta: Erlangga, 2009), pp. 81-82

[16] Robert Reid and Torri Ortiz Lienemann, opcit, 151

d. Resolution: a solution is found for the problem or challenge[17]

6. The Correlation Between Guided Imagery and Reading Comprehension

According to Gambrell and Bales, Pressley et al., in their research, they concluded that creating visual images during and after reading can have a positive effect on learning and recall. Guided imagery enchances comprehension because it enables readers to use both verbal cues from print and image cues from memory to construct meaning while reading. Whereas, Mundell stated that guided imagery is an appropriate technique for broadening students' conceptual understanding of subject matter material. It is easy to implement, appropriate in numerous circumtances, and motivating to even the most reluctant adolescent[18].

According to Rosie Parker, in her research, in getting comprehesion students did silent reading, but students didn't think that was fun and learned much. Students thought that get comprehension when students picture in their mind, the picture is all there and make sense when they are reading. It help students figure out what sudents read[19].

B. The Relevant Research

To support the researcher' research is required the others research that relevant with the writer's research. We have to analyze the relevant research and find the

---

[17] Cliff Watt, *Targeting Text: Narrative, Poetry, Drama, Upper Level*, (Singapore: Blake Education, 1999), pp. 4-5

[18] Karen D. Wood and Janis M. Hamon, *Strategies for Integrating Reading and Writing: in Middle and High School Classroom*, (Ohio: National middle School association, 2001) p 61

[19] Opcit. Maureen McLaughlin and Mary Beth Allen. p 105

point of that research. Talking about guided imagery strategy, the researcher found two researches that related to guided imagery. The following relevant researchers to this research project are Mark W. Traber (1999) from University of Lethbridge, Alberta. The thesis is entitled “Guided Imagery: A Practical Solution for the Classroom Teacher”. In his conclusion of the research, he divided four themes were apparent on the students' guided imagery responses and the interview discussions. The themes were motivation to write, wellness, creative expression and behavior. The post-interview survey indicated that most of students are enjoyable in using guided imagery[20].

Marcel Adam Just (2004) from Carnegie Mellon University, Pittsburgh. The thesis entitled “The Correlation Imagery and Reading Comprehension: fMRI Study”. Based on his research, the findings indicate that sentence comprehension can activate additional cortical regions that process information that is not specifically linguistic but varies with the information content of the sentence (such as visual or abstract information). In particular, the left intraparietal sulcus area appears to be centrally involved in processing the visual imagery that a sentence can evoke, while activating in synchrony with some core language processing regions. With high-imagery sentences having a longer response time than the low-imagery sentences[21].

---

[20] Mark W. Traber, *Thesis: Guided Imagery: A Practical Solution For The Classroom Teacher*, (Lethbridge: Alberta, 1999), unpublished.

[21] Marcel Adam Just, *Dissertation: The Correlation Imagery and Reading Comprehension: fMRI Study*, (Pittsburgh:2004), unpublished.

C. The Operational Concept

Operational concept is the concept used to clarify the theories used in this research in order to avoid misunderstanding and misinterpretation. It is necessary to explain briefly the variable used in the research. There are two variable used in this research. There is variable X that refers to the correlation between guided imagery and variable Y that refers to the students' reading comprehension. Therefore, variable X is as independent variable and variable Y is as dependent variable.

The indicators variables X (guided imagery) are as follow:

1. The students close their eyes and create pictures in their mind. Have them work in partners, and describe to each other what they "see" when you provide a verbal stimulus of things with which the students are familiar.
2. The students preview the text they will be reading next. Focus their preview on their illustration, charts, or any other graphics.
3. The students close their eyes, breathe deeply, and relax. The students think more deeply about the topic they will read about.
4. The students open their eyes and in small groups share pictures they made in their mind.
5. The students write or draw information gleaned from guided imagery. Finally, the students read the text to add to or modify their writing or drawing. Share ideas with other small groups.

The indicators to measure variable Y (students' reading comprehension in narrative text) are as follow:

1. Students are able to obtain the main idea.
2. Students are able to identify about explicit information.
3. Students are able to identify about implicit information.
4. Students are able to infer word reference.
5. Students are able to distinguish about factual information.
6. Students are able to infer similar or apposite meaning of vocabulary.

D. The Assumption and The Hypothesis

1. The assumption

This research is on the basic of following assumption. In this research, the researcher assumes that (1) students' reading comprehension is various, and (2) there is significant correlation between guided imagery and the students' reading comprehension.

2. The Hypothesis

a. The null hypothesis (Ho)

There is no correlation between guided imagery and reading comprehension in narrative text of the second year students at State Islamic Senior High School 1 Pekanbaru.

b. The alternative hypothesis (Ha)

There is correlation between guided imagery and reading comprehension in narrative text of the second year students at State Islamic Senior High School 1 Pekanbaru.

CHAPTER III

RESEARCH METHODOLOGY

A. Research Design

The design of this research was correlational research. It was because of the aim of this research was to find out the correlation between two variables (guided imagery and reading comprehension). Gay states that correlational studies may be designed either to determine whether and how a set of variables are related, or to test hypotheses regarding expected relationships[1]. It was an appropriate way to this research in order to find out the significant correlation between guided imagery and reading comprehension of the second year students at State Islamic Senior High School 1 Pekanbaru.

In conducting this research, the researcher gave two tests, one was to measure the students' guided imagery and one other was to know the students' reading comprehension.

B. The Location and Time of the Research

The location of this research is at the second year students of State Islamic Senior High School 1 Pekanbaru. The reason why the researcher chooses this location is that because this school is one of model schools in Pekanbaru. This research will be conducted from March until May 2012.

[1] L.R. Gay, *Educational Research: Competencies For Analysis and Application,* (New Jersey: Prentice Hall, 2000), p 322

C. The Subject and the Object of the Research

The subject or the source of this study is the second year students of State Islamic Senior High School 1 Pekanbaru. The subject consists of six classes. Besides, the subject depicted above, the writer also pick up some interrelated personnel, such as the English teacher. While, the object of this research is how is correlation between guided imagery and students' reading comprehension. The aspect that was investigated is the significance correlation between guided imagery and students' reading comprehension.

D. The Population and the Sample of the Research

The population of this research is the students at the second year students of state Islamic senior high school 1 Pekanbaru that consists of six classes (4 science class and 2 social classes). The total all of science class is 221 students.

Because of the population is too large, taking sample that was used by the researcher is random sampling, According to Punaji, random sampling is every individual has same chance to be involved as research subject[2]. In short, the researcher can take the sample in intact group without considering the random election. The research took XI science 3 and XI science 4 as a sample.

. The specification of the population and sample can be seen on the table below:

[2] Punaji Setyosari, *Metode Penelitian dan Pengembangan*. (Jakarta: Kencana, 2012), p. 190

TABLE III.1

Total Population of the Second Year Students at State Islamic Senior High School 1 Pekanbaru

No	Classes	Population		Total
		Female	Male	
1.	XI IPA 1	21	15	36
2.	XI IPA 2	25	11	36
3	XI IPA 3	20	10	30
4	XI IPA 4	21	9	30
5	XI IPS 1	15	21	35
6	XI IPS 2	11	25	35
7	XI IPS 3	17	19	19
	Total of population			221

Based on the table above, it could be concluded that the total of XI IPA 1 students are 36 students, XI IPA 2 are 36 students, XI IPA 3 are 30 students, XI IPA 4 are 30 students, XI IPS 1 are 35 students, XI IPS 2 are 35 students and XI IPS 3 are 19 students.

TABLE III.2

Total Sample of the Second Year Students at State Islamic Senior High School 1 Pekanbaru

No	Classes	Sample		Total
		Female	Male	
1	XI IPA 3	20	10	30
2	XI IPA 4	21	9	30
	Total of sample			60

Based on the table above, it could be concluded that the total of sample in this research are 60 students from XI IPA 3 and XI IPA 4.

E. The Data Collection Techniques

In data collection techniques, the researcher used test to collect the data about guided imagery and reading comprehension as follows:

1. Questionnaires

Questionnaire is the list of questions that are given by someone to obtain the respond from respondence[3]. The questionnaires used to collect the data about students' guided imagery. Questionnaire consisted of 20 items. Dealing with the respondents' opinions in answering of the following options:

a. Strongly agree
b. Agree
c. Undecided
d. Disagree
e. Strongly disagree[4]

TABLE III.3

Blueprint of the Questionnaire

No	Questionnaire' indicators	Question numbers
1	The students close their eyes and create pictures in their mind.	1,2,3,4
2	The students preview the text they will be reading next.	5,6,7,8
3	The students close their eyes, breathe deeply, relax, and think more deeply about the topic.	9,10,11,12
4	The students open their eye and in small groups share pictures they made in their mind.	13,14,15,16
5	The students write or draw information gleaned from guided imagery.	17,18,19,20

[3] Drs. Riduwan, M.B.A., *Skala Pengukuran Variabel-Variabel Penelitian*, (Bandung:Alfabeta, 2005), p 25

[4] Ag. Bambang Setiyadi, *Metode Penelitian untuk Bahasa Asing: Pendekatan Kuantitatif dan Kualitatif*, (Pekanbaru: Graha Ilmu, 2006), p 59

2. Test

The researcher gave two tests. The first test of the independent variable (X) was obtained from the students' guided imagery and the second test of the dependent variable (Y) was obtained from the students' reading comprehension. The type of the test was multiple choice tests which consisted of 30 items. Every multiple choice item consisted of five answer options (a, b, c, d and e).

TABLE III.4

Blueprint of the Test

No	Question' indicators	Question numbers
1	Finding the main idea	1,7,13,19,25
2	Explicit information	2,8,14,20,26
3	Implicit information	3,9,15,21,27
4	Determine word reference	4,10,16,22,28
5	Factual information	5,11,17,23,29
6	Similar or apposite meaning of vocabulary	6,12,18,24,30

Then, the score of the test and reading comprehension of narrative test are classified in following table[5]

TABLE III.5
The Classification of the Students' Score

THE SCORE LEVEL	CATEGORY
80 – 100	Good
60 – 79	Enough
30 – 59	Less
0 – 29	Fail

[5] Anas Sudijono, *Pengantar Statistik Penelitian*, (Jakarta:PT Raja Grafindo Persada, 2009), p 6

a. Validity

Before the tests were given to the sample, both of the tests had been tried out to 30 students at the second year students. The purpose of try out is to get validity and reliability of the test. It was determined by finding the difficulty level of each item. The formula of validity is as follows[6]:

$$rpbi = \frac{Mp - Mt}{SDt}\sqrt{\frac{p}{q}}$$

Note:

r = Coefficient Point Biserial Correlation
M_P = Mean of Correct Answer from Students' Test
Mt = Score of Mean Total
SDt = Total of Standard Deviation
p = Proportion of Correct Answer
q = Proportion of Incorrect Answer

The validity of each item shows how easy or difficult a particular item in the test. The items that do not reach the standard level of difficulty are excluded from the test and they are changed with the new items that are appropriate.

After finding the $r_{obtained}$, $r_{obtained}$ can be consulted with r_{table}. It can be seen that 0,361 if the correlation is significant at the level 5% and 0,463 if the correlation is significant at the level 1%, it means that if each item reaches more than 0,361 or 0,463, the item can be stated is valid, whereas if the each item reaches less than 0,361, the item can be stated is invalid. The table "r" product moment can be seen in Appendix 7

[6] Hartono. *Statistik Untuk Pendidikan*. (Yogyakarta: Pustaka Pelajar Offset,2008), p 123

b. Reliability

Reliability is an important characteristic of good test. A test has fulfilled the validity can be stated that the test is reliable. However, the test has fulfilled the reliability cannot be stated the test is valid. Reliability cannot be yet stated criteria of the test is valid. So, it can occur that there is a reliabel test, but it is not valid. To get the reliability of the test given, the researcher used Split-Half (Spearman Brown) to know about reliability of the instrumen and the researcher used the formula as follows[7]:

$$r_i = \frac{2\ rxy}{1 + rxy}$$

Where:
r_i = Reliability of The Instrumen

r_{xy} = Product Moment Correlation between Split

F. The Technique of Data Analysis

In order to find out whether there was a significant correlation between guided imagery and students' reading comprehension, the data were statistically analyzed. In analyzing the data, the researcher used simple regression linear and Pearson product moment correlation from SPSS 17 version. The product moment correlation is used if the data is continuum, homogeny and the regression is linear.

If probabilities > 0.05, H_o is accepted.

If probabilities < 0.05, H_o is rejected[8].

[7] Sugiyono. *Statistika Untuk Penelitian.* (Bandung:Alfabeta, 2011), p 359-360

[8] Duwi Priyatno, *Paham Analisa Statistik Data dengan SPSS.* (Yogyakarta:MediaKom, 2010), p 20

CHAPTER IV

DATA PRESENTATION AND ANALYSIS

A. The Data Presentation

This research is intended to obtain the correlation between two variables, namely the students' guided imagery and the students' reading comprehension.

In order to get the data in this research, the researcher used two tests. The first score of the independent variable (X) was obtained from the students' guided imagery test and the second score of the dependent variable (Y) was obtained from the students' reading comprehension test. It was done from March to May 2012.

There are some procedures in collecting data as follows:

1. The students' guided imagery was evaluated by using questionnaires based on the indicators of guided imagery.
2. The questionnaires' score of each item was determined based on scale as follows:
   a. Strongly agree is scored 5 for positive and 1 for negative statements.
   b. Agree is scored 4 for positive and 2 for negative statements.
   c. Undecided is scored 3 for positive and 3 for negative statements.
   d. Disagree is scored 2 for positive and 4 for negative statements.
   e. Strongly disagree is scored 1 for positive and 5 negative statements.
3. The students' reading comprehension test was evaluated by using the indicators of reading comprehension. They are main idea, explicit

information, implicit information, word reference, factual information, and similar or apposite meaning of vocabulary.

4. Students' reading comprehension test consisted of 30 items, the test was multiple choice with five optional answer (a, b, c, d, e)

To make clearer, the students' guided imagery test and reading comprehension test result could be seen on the tables below:

1. Data Presentation of Students' Guided Imagery

TABLE IV.1
Students Imagine the Picture or Object in Understanding Topic of the Narrative Text

No	Classification	Frequency	Percentage
1	Strongly agree	17	28.3%
2	Agree	5	8.3%
3	Undecided	15	25%
4	Disagree	13	21.6%
5	Strongly disagree	10	16.7%
		60	100%

Based on the table above, it could be concluded that 17 students chose number 1, 5 students chose number 2, 15 students chose number 3, 13 students chose number 4, and 10 students chose number 5. In short, some of the students imagine the picture or object in understanding topic.

TABLE IV.2
Students Imagine the Character in Comprehending the Narrative Text

No	Classification	Frequency	Percentage
1	Strongly agree	12	20%
2	Agree	14	23.3%
3	Undecided	16	26.7%
4	Disagree	12	20%
5	Strongly disagree	6	10%
		60	100%

Based on the table above, it could be concluded that 12 students chose number 1, 14 students chose number 2, 16 students chose number 3, 12 students chose number 4, and 6 students chose number 5. In short, some of the students imagine the character in comprehending the text.

TABLE IV.3
Students Imagine the Plot in Comprehending the Narrative Text

No	Classification	Frequency	Percentage
1	Strongly agree	15	25%
2	Agree	10	16.7%
3	Undecided	12	20%
4	Disagree	13	21.6%
5	Strongly disagree	10	16.7%
		60	100%

Based on the table above, it could be concluded that 15 students chose number 1, 10 students chose number 2, 12 students chose number 3, 13 students chose number 4, and 10 students chose number 5. In short, some of the students imagine the plot in comprehending the text.

TABLE IV.4
Students Imagine The Place in Comprehending the Narrative Text

No	Classification	Frequency	Percentage
1	Strongly agree	8	13.3%
2	Agree	12	20%
3	Undecided	24	40%
4	Disagree	7	11.7%
5	Strongly disagree	9	15%
		60	100%

Based on the table above, it could be concluded that 8 students chose number 1, 12 students chose number 2, 24 students chose number 3, 7 students chose number 4, and 9 students chose number 5. In short, few students imagine the place in comprehending the text.

TABLE IV.5
Students Imagine the Attitude of The Character in Comprehending the Narrative Text

No	Classification	Frequency	Percentage
1	Strongly agree	5	8.3%
2	Agree	10	16.7%
3	Undecided	26	43.3%
4	Disagree	9	15%
5	Strongly disagree	10	16.7%
		60	100%

Based on the table above, it could be concluded that 5 students chose number 1, 10 students chose number 2, 26 students chose number 3, 9 students chose number 4, and 10 students chose number 5. In short, few students imagine the attitude of the character in comprehending the text.

TABLE IV.6
Students Close Their Eyes when Creating Picture in Minds in Understanding the Narrative Text

No	Classification	Frequency	Percentage
1	Strongly agree	13	21.7%
2	Agree	14	23.3%
3	Undecided	23	38.3%
4	Disagree	7	11.7%
5	Strongly disagree	3	5%
		60	100%

Based on the table above, it could be concluded that 13 students chose number 1, 14 students chose number 2, 23 students chose number 3, 7 students chose number 4, and 3 students chose number 5. In short, some of the students close their eyes when creating picture in minds in understanding the text.

TABLE IV.7
Students Close Their Eyes when Imagining the Character in the Narrative Text

No	Classification	Frequency	Percentage
1	Strongly agree	14	23.3%
2	Agree	15	25%
3	Undecided	17	28.3%
4	Disagree	10	16.7%
5	Strongly disagree	4	6.7%
		60	100%

Based on the table above, it could be concluded that 14 students chose number 1, 15 students chose number 2, 17 students chose number 3, 10 students chose number 4, and 4 students chose number 5. In short, some of the students close their eyes when imagining the character in the narrative text.

TABLE IV.8
Students Close Their Eyes when Imagining The Plot from the Narrative Text

No	Classification	Frequency	Percentage
1	Strongly agree	16	26.7%
2	Agree	14	23.3%
3	Undecided	18	30%
4	Disagree	7	11.7%
5	Strongly disagree	5	8.3%
		60	100%

Based on the table above, it could be concluded that 16 students chose number 1, 14 students chose number 2, 18 students chose number 3, 7 students chose number 4, and 5 students chose number 5. In short, some of the students close their eyes when imagining the plot from the narrative text.

TABLE IV.9
Students Close Their Eyes when Imagining the Place from the Narrative Text

No	Classification	Frequency	Percentage
1	Strongly agree	9	15%
2	Agree	12	20%
3	Undecided	17	28.3%
4	Disagree	12	20%
5	Strongly disagree	10	16.7%
		60	100%

Based on the table above, it could be concluded that 9 students chose number 1, 12 students chose number 2, 17 students chose number 3, 12 students chose number 4, and 10 students chose number 5. In short, few students close their eyes when imagining the place from the narrative text.

TABLE IV.10
Students Prefer to Work in Partner when Describing the Image in Understanding the Narrative Text

No	Classification	Frequency	Percentage
1	Strongly agree	14	23.3%
2	Agree	16	26.7%
3	Undecided	17	28.3%
4	Disagree	6	10%
5	Strongly disagree	7	11.7%
		60	100%

Based on the table above, it could be concluded that 14 students chose number 1, 16 students chose number 2, 17 students chose number 3, 6 students chose number 4, and 7 students chose number 5. In short, some of the students work in partner when describing the image in understanding the narrative text.

TABLE IV.11
Students Like Describing the Character in Comprehending the Narrative Text

No	Classification	Frequency	Percentage
1	Strongly agree	18	30%
2	Agree	13	21.7%
3	Undecided	17	28.3%
4	Disagree	5	8.3%
5	Strongly disagree	7	11.7%
		60	100%

Based on the table above, it could be concluded that 18 students chose number 1, 13 students chose number 2, 17 students chose number 3, 5 students chose number 4, and 7 students chose number 5. In short, some of the students describe the character in comprehending the narrative text.

TABLE IV.12
Students Prefer to Describe the Plot in Comprehending the Narrative Text

No	Classification	Frequency	Percentage
1	Strongly agree	15	25%
2	Agree	13	21.7%
3	Undecided	9	15%
4	Disagree	10	16.7%
5	Strongly disagree	13	21.7%
		60	100%

Based on the table above, it could be concluded that 15 students chose number 1, 13 students chose number 2, 9 students chose number 3, 10 students chose number 4, and 13 students chose number 5. In short, some of the students describe the plot in comprehending the narrative text.

TABLE IV.13
Students Would Like to Preview the Text when Reading Next

No	Classification	Frequency	Percentage
1	Strongly agree	9	15%
2	Agree	14	15.2%
3	Undecided	16	26.7%
4	Disagree	11	18.3%
5	Strongly disagree	10	16.7%
		60	100%

Based on the table above, it could be concluded that 9 students chose number 1, 14 students chose number 2, 16 students chose number 3, 11 students chose number 4, and 10 students chose number 5. In short, few students preview the text when reading next.

TABLE IV.14
Students Like Sharing the Character in Comprehending the Narrative Text

No	Classification	Frequency	Percentage
1	Strongly agree	12	20%
2	Agree	15	25%
3	Undecided	16	26.7%
4	Disagree	8	13.3%
5	Strongly disagree	9	15%
		60	100%

Based on the table above, it could be concluded that 12 students chose number 1, 15 students chose number 2, 16 students chose number 3, 8 students chose number 4, and 9 students chose number 5. In short, some of the students share the character in comprehending the narrative text.

TABLE IV.15
Students Prefer to Share the Plot in Comprehending the Narrative Text

No	Classification	Frequency	Percentage
1	Strongly agree	14	15.2%
2	Agree	13	21.7%
3	Undecided	10	16.7%
4	Disagree	16	26.7%
5	Strongly disagree	7	11.7%
		60	100%

Based on the table above, it could be concluded that 14 students chose number 1, 13 students chose number 2, 10 students chose number 3, 16 students chose number 4, and 7 students chose number 5. In short, some of the students share the plot in comprehending the narrative text.

TABLE IV.16
Students Like Writing or Drawing Information after Imagining the Image or Object in Your Mind

No	Classification	Frequency	Percentage
1	Strongly agree	7	11.7%
2	Agree	10	16.7%
3	Undecided	19	31.6%
4	Disagree	15	25%
5	Strongly disagree	9	15%
		60	100%

Based on the table above, it could be concluded that 17 students chose number 1, 5 students chose number 2, 15 students chose number 3, 13 students chose number 4, and 10 students chose number 5. In short, few students write or draw information after imagining the image or object in your mind

TABLE IV.17
Students Prefer to Write or Draw Information after Imagining the Image or Object in Your Mind

No	Classification	Frequency	Percentage
1	Strongly agree	16	26.7%
2	Agree	14	15.2%
3	Undecided	11	18.3%
4	Disagree	9	15%
5	Strongly disagree	10	16.7%
		60	100%

Based on the table above, it could be concluded that 16 students chose number 1, 14 students chose number 2, 11 students chose number 3, 9 students chose number 4, and 10 students chose number 5. In short, some of the students write or drawing information about the character after imagining the image.

TABLE IV.18
Students Would Like to Write or Draw Information about the Character after Imagining the Image

No	Classification	Frequency	Percentage
1	Strongly agree	16	26.7%
2	Agree	12	20%
3	Undecided	9	15%
4	Disagree	13	21.7%
5	Strongly disagree	10	16.7%
		60	100%

Based on the table above, it could be concluded that 17 students chose number 1, 5 students chose number 2, 15 students chose number 3, 13 students chose number 4, and 10 students chose number 5. In short, some of the students write or drawing information about the plot after imagining the image

TABLE IV.19
Students Like Writing or Drawing Information about the Plot after Imagining the Image

No	Classification	Frequency	Percentage
1	Strongly agree	15	25%
2	Agree	17	28.3%
3	Undecided	12	20%
4	Disagree	9	15%
5	Strongly disagree	7	11.7%
		60	100%

Based on the table above, it could be concluded that 15 students chose number 1, 17 students chose number 2, 12 students chose number 3, 9 students chose number 4, and 7 students chose number 5. In short, some of the students like writing or drawing information about the plot after imagining the image.

TABLE IV.20
Students Prefer to Read to Add or Modify Their Writing or Drawing Information in Understanding the Narrative Text

No	Classification	Frequency	Percentage
1	Strongly agree	17	28.3%
2	Agree	15	25%
3	Undecided	10	16.7%
4	Disagree	11	18.3%
5	Strongly disagree	7	11.7%
		60	100%

Based on the table above, it could be concluded that 17 students chose number 1, 15 students chose number 2, 10 students chose number 3, 11 students chose number 4, and 7 students chose number 5. In short, some of the students prefer to read to add or modify their writing or drawing information in understanding the text.

TABLE IV.21
The Percentage of Students' Guided Imagery

Questionnaire Items	N	Strongly agree	Agree	Undecided	Disagree	Strongly disagree	Average
1	60	17	5	15	13	10	3.1
2	60	12	14	16	12	6	3.23
3	60	15	10	12	13	10	3.1
4	60	8	12	24	7	9	3.05
5	60	5	10	26	9	10	2.85
6	60	13	14	23	7	3	3.45
7	60	14	15	17	10	4	3.42
8	60	16	14	18	7	5	3.48
9	60	9	12	17	12	10	2.97
10	60	14	16	17	6	7	3.4
11	60	18	13	17	5	7	3.5
12	60	15	13	9	10	13	3.1
13	60	9	14	16	11	10	3.01
14	60	12	15	16	8	9	3.21
15	60	14	13	10	16	7	3.18
16	60	7	10	19	15	9	2.85
17	60	16	14	11	9	10	3.28
18	60	16	12	9	13	10	3.18
19	60	15	17	12	9	7	3.4
20	60	17	15	10	11	7	3.4
Total	1200	262	258	314	203	163	
Percentage	100%	21.83%	21.5%	26.17%	16.92%	13.58%	

Based on the table above, it could be concluded that the total of the students chose strongly agree was 262 (21.83%), the total of the students chose agree was 258 (21.5%), the total of the students chose undicided was 314 (26.17%), the total of the students chose disagree was 203 (16.92%), and the total of the students chose strongly disagree was 163 (13.58%).

Table IV.22

The Classification of The Students' Guided Imagery

No	THE SCORE LEVEL	FREQUENCY	CATEGORY
1	80 – 100	2	Good
2	60 – 79	52	Enough
3	30 – 59	6	Less
4	0 – 29	-	Fail

Based on the table above, it can be concluded that the classifications of the students' score: the category number 1 showed that 2 frequencies, the category number 2 showed 52 frequencies. The category 3 showed 6 frequencies. Thus, the majority of the students' Reading Comprehension could be classified "**Enough Category".** See more at appendix 8.

2. Data Presentation of Students' Reading Comprehension

TABLE IV.23

Descriptive Statistics

	N	Range	Minimum	Maximum	Sum	Mean		Std. Deviation	Variance
	Statistic	Statistic	Statistic	Statistic	Statistic	Statistic	Std. Error	Statistic	Statistic
Reading comprehension	60	25	63	88	4396	73.37	.837	6.482	42.019
Valid N (listwise)	60								

Based on the table above, it could be seen that the total of students was 30, mean score of reading comprehension was 73.37, standard error of mean was 0.837, standard deviation was 6.482, variance was 42.019, range was 25, minimum was 63, maximum was 88 and sum was 4396.

Table IV.24

The Frequency Distribution of the Test for Reading Comprehension

Range of score	Frequency	Percent	Valid percent	Cumulative percent
63	6	10	10	10
67	10	16.7	16.7	26.7
71	12	20	20	46.7
75	16	26.7	26.7	73.4
79	12	20	20	93.4
88	4	6.7	6.7	100
Total	60	100	100	

Based on the table above, it can be concluded that 6 students obtained 63 (10%), 10 students obtained 67 (16.7%), 12 students obtained 71 (20%), 16 students 75 (26.7%), 12 students obtained 79 (20%), 4 students obtained 88 (6.7%). In short, the lower score of the students' reading comprehension are 63 with percentage 10%, and the higher score is 88 with percentage 6.7%.

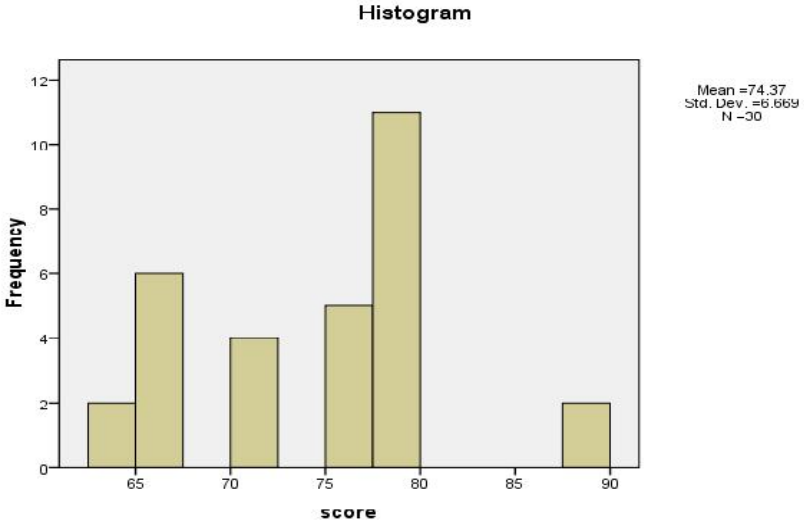

Table IV.25

The Classification of The Students' Score of Reading Comprehension

No	THE SCORE LEVEL	FREQUENCY	CATEGORY
1	80 – 100	4	Good
2	60 – 79	56	Enough
3	30 – 59	-	Less
4	0 – 29	-	Fail

Based on the table above, it can be concluded that the classifications of the students' score: the category number 1 showed that 4 frequencies, the category number 2 showed 56 frequencies. Thus, the majority of the students' Reading Comprehension could be classified "**Enough Category".** See more at appendix 8

B. The Data Analysis

1. Data From the Test

Table IV.26

The Validity of the Each Item Question

No	Number of questions	M_t	SD_t	M_p	r_{pbi}	Note
1	1	15.8	4.58	17.75	0.425	VALID
2	2	15.8	4.58	17.31	0.403	VALID
3	3	15.8	4.58	16.83	0.451	VALID
4	4	15.8	4.58	16.92	0.488	VALID
5	5	15.8	4.58	17.09	0.429	VALID
6	6	15.8	4.58	17.92	0.378	VALID
7	7	15.8	4.58	17.64	0.402	VALID
8	8	15.8	4.58	17.92	0.378	VALID
9	9	15.8	4.58	17.41	0.431	VALID
10	10	15.8	4.58	17.36	0.419	VALID
11	11	15.8	4.58	18.09	0.408	VALID
12	12	15.8	4.58	16.95	0.385	VALID
13	13	15.8	4.58	17.41	0.431	VALID
14	14	15.8	4.58	18.07	0.405	VALID
15	15	15.8	4.58	18.18	0.424	VALID
16	16	15.8	4.58	17.5	0.454	VALID
17	17	15.8	4.58	20.2	0.480	VALID
18	18	15.8	4.58	17.85	0.449	VALID
19	19	15.8	4.58	19.66	0.422	VALID
20	20	15.8	4.58	18.8	0.429	VALID
21	21	15.8	4.58	18.27	0.440	VALID
22	22	15.8	4.58	17.62	0.403	VALID
23	23	15.8	4.58	17	0.524	VALID
24	24	15.8	4.58	1818	0.424	VALID
25	25	15.8	4.58	16.42	0.166	INVALID
26	26	15.8	4.58	16.41	0.163	INVALID
27	27	15.8	4.58	14.8	-0.258	INVALID
28	28	15.8	4.58	15.88	0.023	INVALID
29	29	15.8	4.58	14.82	-0.261	INVALID
30	30	15.8	4.58	16.70	0.242	INVALID

From the table above, it can be concluded that mean of the each item is 15.8, standard deviation is 4.58. There are 24 item questions are valid and 6 item questions are invalid from 30 students. In conclusion, the researcher would delete

the items are invalid. To know more about the validity of each item question in try out. See appendix 3

Table IV.27

The Reliability of the Each Item Question

No	Questions	Odd (X)	Even (Y)	X^2	Y^2	XY
1	Question 1	8	6	64	36	48
2	Question 2	6	8	36	64	48
3	Question 3	5	8	25	64	40
4	Question 4	6	9	36	81	54
5	Question 5	12	8	144	64	96
6	Question 6	4	7	16	49	28
7	Question 7	9	6	81	36	54
8	Question 8	5	9	25	81	45
9	Question 9	6	7	36	49	42
10	Question 10	9	12	81	144	108
11	Question 11	11	9	121	81	99
12	Question 12	5	12	25	144	60
13	Question 13	7	4	49	16	28
14	Question 14	5	9	25	81	45
15	Question 15	8	2	64	4	16
16	Question 16	6	8	36	64	48
17	Question 17	6	4	36	16	24
18	Question 18	8	13	64	169	104
19	Question 19	7	3	49	9	21
20	Question 20	8	12	64	144	96
21	Question 21	7	7	49	49	49
22	Question 22	6	9	36	81	54
23	Question 23	15	10	225	100	150
24	Question 24	5	7	25	49	35
25	Question 25	8	5	64	25	40
26	Question 26	6	5	36	25	30
27	Question 27	9	8	81	64	72
28	Question 28	12	13	144	169	156
29	Question 29	11	11	121	121	121
30	Question 30	12	13	144	169	156
	Total	232	244	2002	2248	1967

$$r_{xy} = \frac{N\sum XY - (\sum X)(\sum Y}{\sqrt{[N\sum X^2 - (\sum X)^2][N\sum Y^2 - (\sum Y)^2]}}$$

$$= \frac{30(1967) - (232)(244)}{\sqrt{[30(2002) - (232)^2][30(2248) - (244)^2]}}$$

$$= \frac{59010 - 56608}{\sqrt{[60060 - 53824][67440 - 59536]}}$$

$$= \frac{2402}{\sqrt{[6236][7904]}}$$

$$= \frac{2402}{(78{,}96)(88{,}90)}$$

$$= \frac{2402}{7019{,}544}$$

$$= 0.342$$

$$r_i = \frac{2\ rxy}{1 + rxy}$$

$$r_i = \frac{2\ (0{,}342)}{1 + 0{,}342}$$

$$r_i = \frac{0{,}684}{1{,}342}$$

$$= 0.509$$

After finding r obtained, the next step is r obtained is consulted with r table in which N = 30, significant level at 5% is 0.361 and significant level at 1% is 0.463. It can be concluded that 0.361<0.509>0.463. It means that r obtained is higher than r table, so the instrumen question is reliabel and it can be used in research.

The data analysis presented the statistical result followed by the discussion about the correlation between guided imagery and reading comprehenion of second year students at State Islamic Senior High School 1 Pekanbaru. In analyzing the data, the researcher used simple regression linear and pearson product moment correlation from SPSS 17 version.

To make clearer, the result of the analysis could be seen on the table below:

Table IV.28

Descriptive Statistics

	Mean	Std. Deviation	N
Reading comprehension	74.37	6.481	60
Guided imagery	70.37	7.586	60

From the table above, it can be concluded that the number of cases was 60, the mean score of guided imagery was 70.37, and standard deviation was 7.586. Whereas, the mean score of reading comprehension was 74.37 and standard deviation was 6.481.

Table IV.29

Anova[b]

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	1047.514	1	1047.514	42.460	.000[a]
	Residual	1430.886	58	24.670		
	Total	2478.400	59			

a. Predictors: (Constant), guided imagery

b. Dependent Variable: reading comprehension

Note:

Ho: coefficient regression non continuum (If probabilities > 0.05)

Ha: coefficient regression continuum (If probabilities < 0.05)

Based on the data above, the F obtained is 42.460. In order to determine whether the data were continuum or not, the researcher compares with significant value. From the data above, the researcher found that significant value was 0.00. It means that 0.00 < 0.05. It can be concluded that the sample of test is continuum.

Table IV.30

Anova Table

			Sum of Squares	df	Mean Square	F	Sig.
Reading comprehension * guided imagery	Between Groups	(Combined)	1962.300	12	163.525	14.892	.000
		Linearity	1047.514	1	1047.514	95.395	.000
		Deviation from Linearity	914.786	11	83.162	7.573	.000
	Within Groups		516.100	47	10.981		
	Total		2478.400	59			

Note:

Ho: coefficient regression non linear (If probabilities > 0.05)

Ha: coefficient regression linear (If probabilities < 0.05)

Based on the data above, the F obtained is 95.395. In order to determine whether the data were linear or not, the researcher compares with significant value. From the data above, the researcher found that significant value was 0.00. It means that 0.00 < 0.05. It can be concluded that the sample of test is linear.

TABLE IV.31

Reading comprehension **Model Summary**

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1)1. Guided imagery	.650[a]	.423	.413	4.967

a. Predictors: (Constant), guided imagery

Based on the table above, it could be concluded that coefficient determination of guided imagery gave contribution and significant toward reading comprehension, i.e $r^2 = 0.650^2 = 0.423$. In conclusion, students' score of guided imagery was 42.3%. It is determined by students' score of reading comprehension, and 57.7% is determined by other factors (students' motivation, interest, students' learning etc).

Table IV.32

Pearson Product Moment Correlation

Correlations

		Guided imagery	Reading comprehension
Guided imagery	Pearson Correlation	1	.650**
	Sig. (2-tailed)		.000
	N	60	60
Reading comprehension	Pearson Correlation	.650**	1
	Sig. (2-tailed)	.000	
	N	60	60

**. Correlation is significant at the 0.01 level (2-tailed).

Based on the data above, it can be concluded that r obtained is 0.650. In interpreting the r obtained, the researcher finds the degree of freedom that is used to determine whether the r-score is significant or not. The r-obtained score is

consulted with the score of r-table by using degree of freedom. The formula of degree of freedom is as follows:

df = N – Nr

= 60 – 2

= 58

After calculating df, the researcher could get the degree of freedom is 58. Because 58 was unfound at r_{table} So, the researcher got 60, it can be concluded that significant level at 5% was 0.250 and significant level at 1% was 0.325. From the data above, the researcher found that 0.250<0.650>0.325. In conclusion, H_a is accepted and H_o is rejected. It means that there is significant correlation between guided imagery and reading comprehension of second year students at State Islamic Senior High School 1 Pekanbaru.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the data analysis and data presentation explained at the chapter IV, finally the researcher concluded that the answer of the formulation of the problem:

1. The majority of the students' guided imagery could be classified Enough Category.
2. The majority of the students' reading comprehension could be classified Enough Category.
3. Based on the analysis of Pearson product moment correlation formula, guided imagery had strong correlation between reading comprehension in narrative text of the second year students at Islamic Senior High School 1 Pekanbaru.

B. Suggestions

Based on the researcher' data analysis, the researcher found that there is significant correlation between guided imagery and reading comprehension. It is proved from the same category the students' score from the guided imagery test and reading comprehension test, they have enough category.

1. To students

The students should have more efforts and try to comprehend the text, the students should have attention and concentration while reading in order to understand the organization of information in a text and enhance registration

and recall of text information in their mind, the students must develop their visualization skill to help them remember information longer and the students should be active in the class and always ask their teacher when the materials given are not understood.

2. To teachers

The teacher should have many things to manage and make students feel interested in the class. The teacher should give more explanation about the component of English and give motivation for students in order that the students are able to comprehend the text.

3. To all readers

The result of this research shows that guided imagery is not the only factor that influences the students' reading comprehension. There are still other factors which affects the students' ability such as the students' motivation, self-confidence, the frequency of practice etc. Therefore, further research which takes those factors into consideration should be conducted.

BIBLIOGRAPHY

Ag. Bambang Setiyadi. *Metode Penelitian untuk Bahasa Asing: Pendekatan Kuantitatif dan Kualitatif*. Pekanbaru: Graha Ilmu, 2006

Buehl Dough, *Classroom Strategies for Interactive Learning 3rd ed*, Chichago: The International Reading Association Inc., 2009

Brown, H. Douglas, *Teaching by Principles: An Interactive Approach to Language Pedagogy*. New Jersey: Englewood cliffs, 1990

Brown, H. Douglas, *Language Assessment: Principles and Classroom Practices*, California: Longman, 2003

Cliff Watt, *Targeting Text: Narrative, Poetry, Drama, Upper Level*, Singapore: Blake Education, 1999

Creswell, Jhon W. *Educational Research: Planning, Conducting, and Evaluating Quantitative and Qualitative Research.* New Jersey: Pearson Education Inc, 2000

Duwi Priyatno, *Paham Analisa Statistik Data dengan SPSS*. Yogyakarta:MediaKom, 2010

Gay, L.R., *Educational Research: Competencies for Analysis and Application.* New Jersey: Prentice Hall, 2000

Graves. Michael F., *Teaching Reading in the 21st Century* London: A Pearson Education Company, 2001

Hartono. *Statistik untuk Pendidikan*. Yogyakarta: Pustaka Pelajar Offset, 2006

Hughes, Arthur., *Testing for Language Teacher*. Cambridge: Cambridge University. 2003)

Kalayo Hasibuan, M.Ed-TESOL and M. Fauzan Ansyari, SpdI, *Teachinng English as a Foreign language (TEFL).* Pekanbaru: Alaf Riau Graha UNRI Press, 2007

Macceca, Stephanie., *Reading Strategies for Science*. Huntington: Shell Education, 2007

McLaughlin, Maureen and Allen, Mary Beth., *Guided Comprehension: a Teaching Model for Grades 3-8*. New Jersey: International Reading Association, Inc., 2002

Muskingum College, *General-Purpose Learning Strategies Reading Comprehension*: http://muskingum.edu/~cal/database/reading.html, retrieved on [May, 5 2011]

Nunan, David., *Practical English Language Teaching*. New York: McGraw-Hill, 2003

Reid, Robert., and Torri Ortiz Lienemann, *Strategy Instruction for Students with Learning Disabilities*. New York: The Guilford Press, 2006

Richards, Jack C. and John Platt., *Longman Dictionary of Language Teaching and Applied Linguistics 2nd*. Edinburgh: Longman Group UK Limited, 1992

Riduwan, Drs. M.B.A., *Skala Pengukuran Variabel-Variabel Penelitian*. Bandung:Alfabeta, 2005

Schlapkohl, Wayne Henry., *The Effects of Guided Imagery Exercises on Perceived Academic Self-Efficacy*. Ontario: 2001, Unpublished. Dissertation

Setyosari, Punaji. *Metode Penelitian dan Pengembangan*. Jakarta: Kencana, 2012

Sugiyono, Prof, Dr. *Statistika Penelitian*. Bandung:Alfabeta, 2011

Syllabus of MAN 1 Pekanbaru 2011/2012. 2011. Unpublished

The National Reading Panel Report, *A Closer Look at the Five Essential Components of Effective Reading Instruction: A Review of Scientifically Based Reading Research for Teachers*. Naperville: Learning Point Associates, 2004

Tim penulis, *Standar Kompetensi Mata Pelajaran Bahasa Inggris Sekolah Menengah Atas dan Madrasah Aliyah*. Jakarta: Departemen Pendidikan Nasional, 2003

W. Traber, Mark., *Guided Imagery: a Practical Solution for the Classroom Teacher*. Lethbridge. Alberta: April, 1999, Unpublished. Thesis

Wood. Karen D., and Janis M. Hamon., *Strategies for Integrating Reading and Writing: in Middle and High School Classroom*, Ohio: National middle School association, 2001

http://www.ksde.org/ retrieved on [May, 5 2011]